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Service Paper

HOME VISITATION AS AN EDUCATIONAL FACTOR
IN
WEEKDAY CHURCH SCHOOL

by
Florence Lewis White

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School of Education

Service Paper

HOME VISITATION AS AN EDUCATIONAL FACTOR
IN
WEEKDAY CHURCH SCHOOL

Submitted by

Florence Lewis White

A. B. Eastern Nazarene College, 1933
B. D. Gordon Divinity School, 1938

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in

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1947

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Service paper approved

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Mr. Goulin says,

"From our point of view the influence which a visiting teacher has had in our system during the past twelve years in influencing the remainder of us in the direction of a more healthy approach to all levels of individuals has been her greatest contribution."

To a growing extent, the value of knowing home background is recognized. Public schools are making use of this knowledge together with other data contributing to an understanding of the individual. In weekday church schools this need of knowing pupils better is even more acute than in public schools, and yet comparatively few people recognize the definite educational advantages of such visitation. The problem of this study is to discover educational contributions in weekday church school home visitation.

Chapter I

GENERAL INTRODUCTION

Statement of problem

According to a statement made by Willard E. Goslin, Superintendent of Schools, Minneapolis, many educators are coming to realize the worthwhile results in home visitation. Speaking in behalf of those who teach, Mr. Goslin says,

"From our point of view the influence which a visiting teacher has had in our system during the past twelve years in influencing the remainder of us in the direction of a more healthy approach to all levels of individuals has been her greatest contribution."¹

To a growing extent, the value of knowing home background is recognized. Public schools are making use of this knowledge together with other data contributing to an understanding of the individual. In weekday church schools this need of knowing pupils better is even more acute than in public schools, and yet comparatively few people recognize the definite educational advantages of such visitation. The problem of this study is to discover educational contributions in weekday church school home visitation.

¹National Association of School Social Workers, Bulletin, Vol. 22, No. 3, March, 1947, p. 3

others to mention? Justification questions will

Weekday church school classes meet but once a week, one hour a week. Since the teachers in this field see their pupils infrequently, for a short time, they are limited in not knowing the boys and girls whom they teach, as well as they might. While further acquaintance with the pupils can be gained through school or community contacts, nothing can adequately take the place of home visitation. Weekday church school teachers recognize that they need to know their pupils outside the one hour a week. Most of these teachers, however, are too busy to visit even a few homes. It is expected that this study will throw light on existing educational values in home visitation, so that workers in weekday church schools will encourage this forward movement of knowing the individual better.

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What are the educational values of home visitation in weekday church school? What help, if any, do parents gain from home visitation? What significant information obtained from home visitation will arouse

others to action? Answers to these questions will arise through a consideration of the present influence of the American home and the relation of education and religious education to the home. The value of home visitation in weekday church schools will be substantiated by its success in public schools. Although many of the results of the study will, of course, grow out of the already discovered material, these results will be the direct findings from home visitation. These outcomes, illustrated by case studies, will be clarified by grouping visits according to typical pupil needs. As a conclusion, it is believed that some technique of home visitation for weekday church schools will be devised.

Delimitation and Scope

For the purpose of this study, only one visit (except in rare instances) will be made. Naturally, the ideal is for frequent visitations. As this procedure is not possible now, information will be gained on how much educational advantage there is just from the one visit.

The people visited are not aware of the study the visitor is making. Everything that is possible will be observed, however while at the same time, the visitor will not be critical nor make the persons visited ill-at-ease. Soon after each visit, notes will be made on a small form. Factors to notice will include house, community, father, mother, siblings, pupil's general adjustment, and diagnosis made in the light of the new knowledge gained.

Most of this study will center around Cambridge where the visitor now teaches. The visitation will be made in the fifty families represented from three different schools, ranging from grades VI to VIII. For the purpose of procuring comparative data from another urban section, a sample of twenty pupils of grades VI to VIII, from last year's Greater Boston visitation, will be included. The special visitation of the fifty homes in Cambridge, however, has for its definite objective the gathering of pertinent material centering about environment influences.

The scope of the study, therefore, may be summed up as follows:

School A, Cambridge, grade VIII	28 pupils
School B, Cambridge, grade VI	17 "
School C, East Cambridge, grade VI-VIII	5 "
Sample from Greater Boston, grades VI-VIII	20 "

Definition of terms

According to a statement issued from the Massachusetts Council of Churches, weekday church school "is a school for religious education held during public school time, conducted by a church or cooperating group of churches".

The purpose of weekday religious education is to give to every child the opportunity to become educated in religion, as well as in regular school subjects. The ultimate object, of course, is to produce Christian citizens.

The term, educational factors, as used in this study, includes the added knowledge that comes to parents and the new view of individual pupils that enables the teacher to understand learners' needs and do a better job teaching.

Knowing fully the value of home visitation

and realizing that much is accomplished for greater cooperation and educational efficiency, it is expected that the visitor in this field will prove the value of her findings in such a way that others will see the compelling need of home visitation as an educational factor in weekday church school.

Children are born in this world, and, it goes without saying, that they are born into families. The first contact with the world at all is the child's own family. From the home's atmosphere the child acquires attitudes toward living and established behavior patterns.

In the family also the child grows from infancy to maturity, not only physically but mentally, socially, and emotionally. Beginning in infancy, the child learns from his elders and from the society in which he finds himself.

Since the child's earliest experiences occur in his home, the quality of his family situation is unquestionably the most important single factor in the child's larger education for his own family life.²

²Wickoff, M. F. *The Family*. Houghton Mifflin Co., New York & Boston, 1914, p. 507

This learning Chapter II continues throughout life. The way the child responds to later education will INTERRELATION OF HOME AND SCHOOL ability he has, but also on the amount and kind of security he has in Influence of present day home of being

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²Nimkoff, M. F. The Family, Houghton Mifflin Co., New York & Boston, 1934, p. 507

and Family Living, Family Living and our School, D. Appleton - Century Co., Inc., New York, 1941, p. 37, 38

This learning process continues throughout life. The way the child responds to later education will depend, not only on what latent ability he has, but also on the amount and kind of security he has in the home. The consciousness of being wanted will be tempered by small immunizing doses of rejection so that the child may learn to adjust to life. Overpossessiveness and overrejection are poisonous to the development of the child's mental health.

"If, therefore, young people are to be helped in their efforts to mature and to develop the capacities for adult living, we must courageously and honestly face these highly personal, emotional needs and capacities that are too often ignored in formal education. Education for such ends must meet the needs of the individual from infancy through adult living.-----thus, we can say that at every stage and level of his development, the individual is continually learning, is trying to adjust to life."³

Society is not static. There have been and will be social changes. These changes naturally affect the family situation, which, in turn, produces much influence on the child. For instance, when life was

³Joint Committee on Current Aspects of Education for Home and Family Living Family Living and our School, D. Appleton - Century Co., Inc., New York, 1941, p. 37,38

more simple and less tense, children could run out and play without fear of mishap. Now in our large crowded urban sections, many children have nowhere to play but the street. "Half the population of the United States now lives in communities of eight thousand or more persons."⁴ In other words, the drift is toward large centers. Family relations, then, within and among urban groups are different from those of rural areas. The crowded urban conditions produce a different set of tensions, so that the mental health of many urban families stands in danger. These tensions, according to the White House Conference report of 1934 are caused by many of the following changes:

- a shift in the status of the father
- little community interest
- vocational interest of women
- divorce

Naturally these changes have a marked effect on home life. The father's being away all day and also obtaining most of his leisure outside the home have produced unfavorable rapport between father

⁴Nimkoff, M. F. The Family, Houghton Mifflin Co., New York and Boston, 1934, p. 188

and children. Unlike most of our rural sections, the urban family members tend to obtain their interests independently.

It may or may not be appropriate for mothers to be employed in work outside the home. Many mothers work for the purpose of having interests, other than their own limited family life. For diversion purposes, then, Mother's vocational occupation is wholesome for the entire family. The harm comes from the mother's having to work for economic reasons, while at the same time, the children are left without adequate supervision.

Divorce, steadily on the increase, is one indication of disorganization of families. Most of our broken homes are the product of divorce. Occasionally the divorce is a benefit to the child, but usually homes that are broken are psychologically broken, as well. "The child from the broken home has been exposed to emotional strain, deprivation or dissension rather more fully than has the child from the unbroken home."⁵ Since the home is as it is today, and since

⁵White House Conference on Child Health and Protection, The Adolescent in the Family - D. Appleton Century Co., New York, 1934, p. 117

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it still remains the most potent influence in the life of a child, leaders of children are necessarily dependent on home cooperation.

Relation of education to home

Formal education from need

As we well know, much of the education in our country took place within the home.

"Formerly the family performed almost all the services for the individual; today the state, through its various agencies, performs most or many of the functions which the family or a very small neighborhood group performed.-----Much of the practical education formerly given in the home has now become one of the tasks of the school."⁶

This shift from home to state we call formal education. A few years ago education in the United States came as a result of expansion of population, industry, and business. The chief idea in education was to know how to make a living. Now the emphasis is on the entire person, and thus formal education aims to prepare for complete living, or, it aims to

⁶Cole, Percival Richard A History of Educational Thought, London Oxford University Press, H. Milford, 1931, p.42

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develop the whole personality in all phases of living, in home, vocation, leisure, and citizenship.

A few years ago in this country formal education was merely an expanding of the culture needed for survival. Now through demands resulting from social change, formal education has progressed to a place of service for the total person. Formal education is simply an outgrowth of what was begun in the families and also a supplement to what is now being done therein.

No one can reasonably deny the success of formal education. Its proof of success is its growth. At one time only a few elite children attended school. Now it continues to grow in its democratic emphasis, so that nearly all children fill the classrooms of our many schools. "The American school system has so developed in extent and scope that it directly touches the lives of a surprisingly large proportion of the total population."⁷

Effect of family changes on education

What families together want, the community school,

⁷Douglass, Aubrey A. The American School System, Preface p. VII, Farrar & Rinehart, Inc., New York, Revised, 1940

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Donaldson, Aubrey A. The American School System.
Prologue P. VII, Farrar & Rinehart, Inc., New York,
New York, 1940

whether large or small, will do its utmost to supply. Many new courses and new methods are introduced into the school system because of family demands. Some are deleted, on the same account. These family demands usually materialize from social change. The school that would adequately serve individual boys and girls in a growing world must maintain an active interest in the ever changing society and its needs.

Educational emphasis on individual behavior

As a result of education's contribution to all phases of living, much attention is centered on the individual. This idea is based on the recognition of individual differences and the adaptation of education to needs, capacities, and interests of individuals. In his lectures at Boston University, Dr. Warren states that, "The great purpose in the public school is to give every boy and every girl every possible opportunity to become of service to his fellow men and to become satisfactory to himself." Again we see the emphasis on the individual, that he may profit more, not only for his own sake but for the sake of society.

This emphasis cannot reach the maximum efficiency for useful living without the nurture of character, which, in turn, has its natural outcome in acceptable conduct. Nowadays we endeavor to see the individual in patterns of behavior. When behavior is not according to mores, we seek to know the reason. At one time a child was blamed for every misdeed, but now we realize that many factors enter a child's life. Often a glaring example of misconduct is a symptom of some physical or emotional upset underneath. If this upset can be understood and attacked intelligently, the behavior usually becomes normal.

Religious education as a phase of individual development

As an impelling power to character and behavior, religious education is of practical use.

"Religion puts into the individual a center and source of moral authority, a moral dynamic that safeguards character and gives it direction.---The conquest of ignorance does not necessarily mean the conquest of poverty and crime. Religion energizes as well as inspires education."⁸

⁸Daniel L. Marsh Adult Student, I, Apr., 1942, p. 580, cited from For Us the Living, Mahoney, John J., p. 65

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Religion enters into the individual as a center and source of moral authority, a moral dynamic that endures character and gives it direction. The concept of religion does not necessarily mean the concept of poverty and crime. Religion energizes as well as inspires education.

In the early history of the United States, the main and almost sole purpose of education was to make children religious. Indeed, religion and the church dominated education. Later the state assumed responsibility for the schools with little or no emphasis on religion. This result was inevitable because of the early dominating influence of the church, the emphasis on dogma instead of living experience, and the influx of other groups into America with different ideas on religion.

The fact still remains, however, that religion should not be separated from our educational system, for religious education is an important phase of education.

"Religion is not merely a sentiment. It is as rich in content as the physical and social sciences, literature, or history. ----Religion is as much a part of the contemporary and operative aspects of the community as are its banks, its factories, its stores, its transportation systems, or its court. No introduction of the child or youth to the going life of his community, large or small, that neglects the activities or institutions of religion is realistic or complete."⁹

⁹ Bower, William Clayton Christ and Christian Education, Abingdon - Cokesbury, New York, 1942, p. 115 and 117

Relation of religious education to home

Definition of Religious Education

In his book Religious Values, Dr. Brightman defines religion as having to do with man's relation to God.

"Religion is essentially a matter of man's conscious relation to God. It is not a set of useful habits or of socially adjusted behavior patterns; not is it mere loyalty to any abstract ideals, however true or useful those ideals may be. Religion bears habits, behavior, ideal loyalties, as its fruits; but these are not the root. Its roots - if we are right, is in man's inner consciousness, where he seeks and finds a God to worship."¹⁰

Religious education is education in learning how to live religiously or learning how to live so as to express a favorable relation to God and man.

Need today

Educators are recognizing more and more that religion has a place in life and that man is dissatisfied unless his spiritual nature can be developed. Religion, then, should have a place in the educational program of boys and girls. Without some knowledge

¹⁰Brightman, Edgar S. Religious Values, The Abingdon Press, New York, 1925, p. 238

of religion, the individual boy or girl cannot even choose a religion for his or her own satisfaction. Acquaintance with religion comes as any other knowledge, - through enlightenment. It certainly goes without saying that a spiritual satisfaction will not be the outcome of gross ignorance on the subject of religion. Enlightenment is the answer. In these days when education is expanding to meet the needs of our growing population, surely some religious education should be offered to every boy and girl. As secular education is developing to meet the various interests and capacities of boys and girls in a rapidly changing and complex society, so religious education must do likewise if it is to meet the needs of boys and girls in the society in which they live.

In spite of the growing interest in religion, there is an appalling lack of it in modern family life. When Dr. Albert Beaven was pastor of The Lake Ave. Baptist Church of Rochester, N. Y., he sent out questionnaires to all the people of his morning congregation. Of that large parish, 302 reported regular

33 Hinkoff, E. F., *The Family*, Houghton Mifflin Co., New York and Boston, 1934, p. 313

attendance at church, 185 observed the practice of saying grace at meals, and 81 had some kind of family worship at home.¹¹

According to Social Trends, Dr. E. W. Burgess made a study of parents and children in 1930, including samples from rural sections, villages, and cities of various sizes. It was discovered that "one in eight white American born school children of seventh, eighth and ninth grades was found to participate in family prayers."¹² The following are percentages of those interested in various religious activities:

	<u>Rural</u>	<u>City</u>
Attendance at church with family	85%	40%
Family Bible reading	22	10
Grace at meals	38	30

Dr. Nimkoff who also reports on this study adds, "It is significant that all religious practices of the family show a greater falling off in the urban than in the rural regions."¹³

¹¹Beaven, A. W., "Capturing the Home" Religious Education, 22:832, Oct., 1927

¹²Ogburn, William F., "The Family and Its Functions", Recent Social Trends in the United States, McGraw Hill Book Co., Inc., New York and London, 1933, p.674

¹³Nimkoff, M. F., The Family, Houghton Mifflin Co., New York and Boston, 1934, p. 213

There is hope for a change in this respect.

"For thoughtful people are asserting that this divorce between religion and general education is one of the basic causes of many of our societal ills.---- The truth is, the conviction deepens that a program is not adequate if it provides education in practically every human interest except religious faith."¹⁴

Before World War I the emphasis in education was on that of getting ahead, and thus the training for that was of a severe and disciplinary nature. Since the church and state were going their own ways, the church used altogether different methods.

"For five days in the week the student went to school where knowledge was imparted, where his mind was trained, to the end that he might be able to climb the ladder of success. His spiritual needs received attention on one day in the week in the Sunday School, where the enrollment was voluntary and the instruction sometimes not too good."¹⁵

One reason for the lack of interest in religion is the deadening outcome of the old formal disciplinary type of teaching, comparable to former teaching methods in secular education.

¹⁴ Mahoney, John J. For Us the Living, Harper & Bros., New York, 1945, p. 65

¹⁵ Mahoney, John J. For Us the Living, Harper & Bros., New York, 1945, p. 66

"The teaching of the Bible, of doctrine, and of the history of the church tended to become ends in themselves rather than means for the illumination and guidance of living persons in meeting the concrete issues of contemporary living."¹⁶

There is, however, hope for greater interest to result from the functional approach in religious education. During the last half century, no greater progress has been made in the church than in its education endeavors.¹⁷

No doubt, religious education, as it has been made known, has not kept pace with other advances in teaching methods. The trend now is in keeping with modern educational procedures.

"Modern Christian education after nineteen centuries is seeking to bring the ideals and purposes of Christ back into functional relation to the experience of growing persons and of the Christian community."¹⁸

Among other emphases, the experienced centered curriculum has been emphasized in religious education for several years. Modern religious educators now teach the Bible as a means to an end.

¹⁶Bower, William Clayton Christ and Christian Education, Abingdon - Cokesbury, New York, 1942, p. 34

¹⁷Bower, William Clayton Christ and Christian Education, Abingdon - Cokesbury, New York, 1942, p. 35

¹⁸Bower, William Clayton Christ and Christian Education, Abingdon - Cokesbury, New York, 1942, p. 36

"When brought into functional relation to the experience of living persons and groups, the Bible and every other content of our Christian heritage comes alive with meaning and value."¹⁹

The Bible should be understood in the light of its own historical background and in relation to living experiences today.

"It is when the Bible is understood and felt in its functional relation to the changing experience of the ancient Hebrew and early Christian communities that it comes alive and is indeed the Living Word."

"The Bible becomes the Living Word for us only as it is brought into functional relation to our experience as living members of the continuing Christian community in the contemporary world."²⁰

If we admit that religious education taught with a child centered emphasis, aimed to satisfy completeness in living is practical, then in religious education are possible solutions to social problems gathering all around us. Without doubt, the problem that gives most people gravest concern is juvenile delinquency. In order to combat this maladjusted situation, we make use of all sorts of activities,

¹⁹ Bower, William Clayton Christ and Christian Education, Abingdon - Cokesbury, New York, 1942, p. 78

²⁰ Bower, William Clayton Christ and Christian Education, Abingdon - Cokesbury, New York, 1942, p. 88

such as hobby clubs, parties, hikes, music, and scout organizations, all of which contribute to good wholesome outlets and enjoyment. Religious education also can be of use here, for it can furnish ideals and impelling motives, not only to correct but to prevent juvenile delinquency.

The truth is that religious education has ideals, which, if practiced, help to defeat other forces opposing good civic behavior. Certainly any ideals that can be used for such high purposes, are valuable to civilization in this democratic way of life. Since religious education furnishes some of the best of those ideals, it goes without saying that religious education is needed for this very practical purpose in society.

"Religion should not be expected to produce all kinds of value. It has a work of its own; that of relating the total life of human individuals and societies to God by moral and mystic bonds. --- The values and laws of religion do not abolish or supersede other values and laws, but they add a new potency to natural life and give it new direction."²¹

²¹Brightman, Edgar S. Religious Values, The Abingdon Press, New York, 1925, p. 73

Practice and purpose of weekday church school

No attempt will be made here to go into detail with regard to the beginnings of weekday religious education in this country of ours. It is enough to state that in most instances, weekday religious education grew out of the daily vacation Bible school (first held in 1901), which was a school of religious education held daily for several weeks in the summer. This type of religious school revealed the possibilities of what could be done in religious training during the week. Around the same time, there also developed a growing recognition of the need of religion in education.

The first suggestion for released time in religious education came from the public school itself. The now famous superintendent William Wirt, in Gary, Indiana, had the theory that education was many sided and that it was necessary to have a program of education for the child's entire life. Part of that program should be religious education.

"In the fall of 1913 Mr. Wirt offered to release pupils to the churches for religious instruction. The pastors promptly

accepted this offer, and in the fall of 1914 weekday religious education was instituted."²²

A total of 619, nearly all Protestants, but including a few Jews, were enrolled. The religious education was of sectarian type, each church having its own particular denominational group of children and teaching denominational emphases. Then in 1918 some Protestants began uniting for the cause. Today one of the miracles of weekday church schools is the unity among most Protestant groups and the teaching along interdenominational lines.

The movement of weekday religious education has grown. In 1930, 260,988 pupils were enrolled in 45 states. Today 47 of the 48 states have weekday religious education with an enrollment of 2,000,000 pupils of Protestant faith, to say nothing of other religious groups. Many states have definite laws with regard to released time in weekday religious education. In most states (as in Massachusetts) the work expanded much more rapidly with the aid and backing of definite

²² Lotz, Philip Henry Current Weekday Religious Education, The Abington Press, New York, 1925, p. 35

rulings. "In some states, to remove any possible question of legality, a specific 'enabling act' has been passed."²³

This work of weekday religious education began in Massachusetts as early as 1922 with only spasmodic attempts at first. The real development did not begin until 1941 after the passing of the law relating to released time. The Massachusetts law permits absence from school for the purpose of religious instruction.

In order that children be excused from public school for religious education, the parents must sign a written excuse for this purpose.

"The communities which cooperate with the State Council of Churches have developed as follows:

	Public Sch.			
	Towns	Dists.	Teachers	Pupils
1942-1943	9	29	17	1223
1943-1944	19	36	17	2668
1944-1945	30	76	26	4391
1945-1946	55	176	126	8192

There are other schools operating independently, and while statistics are not available, it

²³Shaver, Erwin L. Remember the Weekday, 1941

is estimated that 2000 pupils are being instructed in these schools."²⁴

The purpose of weekday religious education on released time in Massachusetts is to meet a growing demand that more children be taught religion. It is estimated that about 50% of our children in Massachusetts have been receiving no religious instruction. An opportunity for an hour's training, therefore, is offered to them through weekday instruction. It also affords the many already in Sunday School the opportunity of becoming more thoroughly educated in religion. There is more likely to be thoroughness in training in weekday work, because the teachers of that field are expected to have an academic training equivalent to that of public school teachers, besides some training in religion.

"On February 1, 1946, the Cambridge Weekday Church School Council was founded. It consists of the pastor and one or more lay representative from participating churches, of which there are at present twenty-two, and the Cambridge Y.M.C.A. and Y.W.C.A. This Council operates the schools on a financial budget shared by the participating churches."²⁵

²⁴Weekday Religious Education, 1947, p. 7

²⁵Cambridge Weekday Church Schools

1925, p. 39

²⁷Justett, E. A. "Meaningful Relations Between Home and School". *School Record*, 53:23-29, Feb., 1944, p. 27

At the present time there are over 700 Protestant pupils enrolled in the Cambridge weekday church schools.

Taking it for granted that we are interested in the child's complete education and development of his entire personality, we should also see the importance of religious instruction as a phase of education.

"The integration of the child's personality can be most effectively achieved when the church and the state cooperate in the continuous reconstruction of the child's total experience."²⁶

Since the teachers of weekday religious education are better trained in the modern and functional approach to learning than most church school teachers, weekday church school teachers usually have more background for their understanding the child's environmental factors. It is imperative, then, that there be a vital connection between weekday religious education and the home.

"Schools and homes hold the next generation in their hands; it can be a better generation as a result of careful and meaningful cooperation."²⁷

Weekday church schools also must work with the homes.

²⁶Lotz, Philip Henry Current Weekday Religious Education, Chapter I, "Historical Development of Weekday Religious Education", The Abington Press, New York, 1925, p.39

²⁷Juckett, E. A. "Meaningful Relations Between Home and School", School Record, 52:92-99, Feb., 1944, p. 97

Chapter III

VALUE OF VISITING TEACHER SERVICE

Its success in public school

Function

In 1906, the visiting teacher service began as a community project in New York, Boston, and Hartford. The service is an outgrowth of the many educational changes which aim to provide for wide range of interests. It is largely a preventive measure and seeks to forestall personality difficulties, behavior problems, and retardation. The visiting teacher service arose from a desire, "to know more about the home and environmental life of children if the schools were to succeed in realizing adequately their educational ideals."²⁸

The visiting teacher service bridges the gap between school and home, in the interest of the individual boy or girl. No longer is the school interested in the

²⁸Oppenheimer, J. J. The Visiting Teacher Movement, Joint Committee on Methods of Preventing Delinquency, New York, 1924, p. 2

intellectual development merely, but "education is concerned with the development of the whole child, in the home, in the school, in the community, as a citizen of the world."²⁹ Advances in modern psychology and sociology are largely responsible for recognizing this need and in developing practical techniques in social case work. "The school as the agent of the state in the promotion of public welfare is considered a strategic agency in the fostering of good citizenship and in preventing social maladjustments."³⁰ It is easy to be seen, then, that the worker in this field needs to be well qualified in teaching and social service.

For such a task cooperation is needed between parent, teacher, and pupil. The home has the child longer than the school, but the school now does much of the work which was formerly done by the home. This fact does not mean that the home has no responsibility for the formal education of its children. The home must work with the school for the best results. The securing

²⁹Cook, Katherine M. "The Place of the Visiting Teacher Services in the School Program", U.S. Office of Education, Bulletin, 1945, No. 6, p.1

³⁰Oppenheimer, J. J. The Visiting Teacher Movement, Joint Committee on Methods of Preventing Delinquency, New York, 1924, p. 99

of this cooperation depends in large part on the efficiency of the visiting teacher.

In order that the visiting teacher promote better understanding for school or home situation, she must work in close cooperation with the school, especially the class room teacher. Usually the visiting teacher is one who has had experience in the classroom and will therefore see the teacher's point of view. After certain contacts, the visiting teacher is well able to reveal home background and community situation to the class room teacher. Altogether the individual child will be understood better and will be given a fairer chance at success in his school and community life.

This visiting teacher movement is indeed one of educational adjustment, for in the visitation, the visiting teacher learns home factors which are bound to be helpful for improved teaching procedures. Thereby the individual child is better able to obtain from education what he should. It is a movement toward educational adjustment, not only in a large collective way, but also in an individual one, as well.

"The visiting teacher has a greater function than that of preventing and remedying social maladjustments. It is one of her prime functions to promote the

education of the whole child in a positive way."³¹

Its purpose

Two of the purposes of the visiting teacher service are: (1) it endeavors to promote parent's understanding of the aims of present day education; and (2) it seeks to promote better understanding for the school of home situations.

Whether or not the child is a problem, the visiting teacher has a duty of telling parents more about the school. Many parents even today are uninformed about the aims of modern education. Those who are familiar with its aims, will be eager to know more about recent activities in the school. This added acquaintance of itself often improves cooperation between school and home.

In order that the school may obtain the true knowledge of the home situation, the visiting teacher gathers data wherever possible. School records or medical reports may save her much time. Indeed, because of her experienced handling she avoids any duplication of work. For instance, the school nurse may have already made

³¹Oppenheimer, J. J. The Visiting Teacher Movement, Joint Committee on Methods of Preventing Delinquency, New York, 1924, p. 28

calls that give the visiting teacher most of the information she needs.

After observations are discovered through the visitation, the visiting teacher makes a tentative diagnosis and prepares a plan of treatment. This plan may need later revision.

Its growth

The visiting teacher service, now usually called social school work, has grown, in spite of the wide variance in standards which show the need for greater uniformity, both in training of workers and definition of the worker's duties. At first the system was on a city or community basis, but now the trend is toward state-wide programs.

It is interesting to note the effect of an eight year demonstration of visiting teacher service. Miss Smalley says,

"The Commonwealth Fund in 1921 sponsored the development of visiting teacher departments in the school systems of 30 localities, 21 of which, after an 8 year demonstration period, continued to finance their own departments."³²

³²Smalley, Ruth "School Social Worker as a Part of the School Program", The Bulletin of the National Association of School Social Workers, XXII, #3, March, 1947, p.54

During the depression, visiting teacher work was retarded. However, many cities maintained the service, so that a 1939 survey revealed that there were 150 centers operating in this capacity.

"At the present time after rapid expansion during the last few years, the visiting teacher movement has become an integral part of many school systems throughout the country, and has been adopted on a state-wide basis by several states."³³

In a recent survey made by the United States Office of Education, returns came from 748 cities of 10,000 or more inhabitants. 266 of these cities had a fully organized visiting teacher work with some of the teacher personnel. Several cities were expecting to go into the visiting teacher service soon. In regard to this report Miss Poole says, "This growth indicates an increasing interest on the part of school administrators and boards of education and in increasing understanding of the value of the service."³⁴ The outlook for future visiting teacher

³³ Smalley, Ruth "School Social Worker As a Part of the School Program", The Bulletin of the National Association of School Social Workers, XXII, #3, March, 1947, p. 6

³⁴ Poole, Florence "Nation Wide Developments in School Social Work", The Bulletin of the National Association of School Social Workers, XXII, #3, March, 1947, p. 4

work is good, for "although the service is not now, the present rate of growth is unprecedented in its history."³⁵

Without a doubt the visiting teacher service pays large dividends in better relations, educational progress, and social adjustment. At least, this work in the public schools "is a concrete evidence to the community that it has an up-to-date child centered program."³⁶

Its apparent need in weekday church school Fewer opportunities for knowing pupil

The fact that the visiting teacher service has grown in recognition and demand is possible proof of its great value. Since the visiting teacher service is of such inestimable worth to the public school where boys and girls meet five days a week for five hours a day, surely it could be even more beneficial to the weekday church school where boys and girls

³⁵Poole, Florence "Nation Wide Developments in School Social Work", The Bulletin of the National Association of School Social Workers, XXII, #3, March, 1947, p. 4

³⁶Burma, J. H. "Home Visiting Pays Dividends", Nation's School, 37:32, Feb., 1946, p. 32

meet for one hour once a week. In public school great differences are found in classes and among individuals. The same truth is discovered in weekday work. Like public school, some classes in weekday church schools are easier to manage and some are easier to teach.

Most experienced teachers in weekday church schools are able to recognize typical cases of pupil behavior in a classroom, and these same teachers may learn many individual differences in a classroom. Without some knowledge of environmental influences, the weekday church teacher is very limited in her knowledge of the individual and of understanding the whole child. The outcome of religious education are defined in terms of the pupil's personal relationship to God. Many of these pupils are already conditioned against religious education. This situation makes the more necessary all emphases on the functional approach. That method of teaching centers on the interest of and activity of the child. Perhaps more than in any other subject, the success in religious education depends on knowing the pupil in home and community relations.

What does this boy like besides what he calls his

hobby? Often the hobby is already known in weekday work, because of certain information obtained from the enrollment card. How does the boy spend his time? How does he react in the home? What factors are there that cause him to behave or respond as he does? What treatment could be given to benefit the individual and bring about better cooperation between home and school?

The answers to these questions the weekday church school teacher should know, in order to understand the pupil's life. Visitation is an effective means of procuring the answer.

Attempted efforts

Although very little has been done with regard to home visitation in weekday church school, there is a definite trend toward recognizing that need. Attempted efforts in visitation point to that necessity.

Several weekday church school teachers have expressed their desire to visit in the homes of their pupils. A few teachers have called on some problem children. Most of the teachers, however, are too heavily loaded while others feel that they should not call on problems alone.

Letter, April 26, 1946, from Miss Florence Martin,
Director, Weekday Church School

In Dayton, Ohio where weekday work is twenty-five years old, home visitation is considered so necessary to successful teaching that each teacher on the weekday church school staff is allowed one-half day a week on school time, "to make home calls as well as school and community contacts."³⁷ Also, in this same letter comes the information that, "the International Council of Religious Education through its Children's Work Committee is planning to do some experimental work in this field."³⁸

Other teachers have found it helpful to learn about homes through the local social workers, minister, or other community workers. This indirect contact is valuable in most places, and it certainly indicates that the crying need among weekday church school teachers is to know our boys and girls better.

In Greater Boston this pupil acquaintance urge has been so strong that this year the counselor system was instituted. These counselors give time to conversing with problem boys and girls. The system seems to be valuable, so far as it can go in dealing with only the limited number of pupils.

³⁷⁻³⁸ Letter, April 26, 1946, from Miss Florence Martin, Director, Weekday Church School

The ideal is to call on all, so far as is practicable. The weekday church teachers want to help all children who come for religious instruction. Often the quiet ones need just as much attention as the disturbers. The quiet ones may be unobtrusive in the classroom, but they may be troubled more than we realize. Probably their extreme quietness is an indication to us that something underneath is wrong. A visit or two in the home will help in this situation, and the contact may help the visitor to see a solution to the problem.

It has been said that the brilliant child is the neglected one. Many problem children are brilliant, not using their capacities to the limit. Often the visitor finds that some individuals have greater ability than he ever realized before. Home visitation throws much light on the understanding or the capacities of these brilliant pupils.

No matter what type of individual is the center of interest, all weekday church school visitation presents a challenge. With the increasing knowledge of the pupil, comes the responsibility of doing more for his benefit.

Chapter IV

DISCOVERY OF LEARNING OUTCOMES IN HOME VISITATION

General findings

Environment of homes

Cultural factors in each home are the outcomes of social change. These cultural factors, in turn, provide the environment of the child.

Many of the homes visited reveal changes in the status of the father, working mothers, crowded conditions, and broken homes. On the other hand, more than ever before, the cities are doing much to compensate for these changes and to make life fuller for urban families.

Our pupils come to us from various conditions. The benefits produced by city culture are generally available to all boys and girls, but are not received equally by all boys and girls in need of them.

Many of these children come from homes where the father is away most of the time and the mother is too busy in the home or outside occupation to give the in-

dividual attention she should. Often these homes are so crowded that the children are obliged to find their recreation on the street or elsewhere. These children are neglected because they lack the security of affection.

This visitation showed that the few behavior problems (5 or 6 out of the 50) were the product of broken homes, with pupils typically maladjusted. In one or two cases where the separation resulted in improved home atmosphere the outcome was a benefit to the child.

Knowledge of individual

So many factors enter one's life that in order to obtain a total picture of a person, it is necessary to see that individual in his true setting, especially in the home. The child's adjustment in the family influences his relationship to his superiors and his peers.

Visitation makes the teacher more conscious of environmental factors. After the visitation, the teacher sees not just a group of pupils, but she sees boys and girls against their home backgrounds. More appreciation is gained for some who seemed mischievous, for a few of

these were found to be of service in fairly well adjusted homes. One of these boys was wiping dishes for his sick aunt, and another was carrying a load of wood for his mother. The teacher is also made more aware of existing problems. One boy, who was extremely quiet and well behaved in class, had just finished a fight with his brother when the visitor appeared. Evidently the general behavior of this boy is not good, for the mother displayed great concern about her son's nervous conduct.

In a few cases, it was discovered that some very quiet pupils in class, who appeared not interested, were in reality wanting more activity. Indeed, so much of this information was found in visiting pupils' homes of school B, that the teacher felt overwhelmed with a challenge to do more for those she had unintentionally neglected.

For example, the mother of one of these quiet girls informed the visitor that her daughter liked leadership parts. Probably the teacher never would have realized this truth without the visit to the home. In that same home it was also learned that the daughter (already men-

tioned) and two neighbor children(one, another quiet member of the class) were writing a novel centering about their own future. This information was an indication to the teacher that those two quiet girls had more ability than the teacher had ever realized. Before the end of the year both girls were actively participating and making worth while contributions to each class, because the teacher gave new opportunity to express some of their yearnings for leadership.

Response of pupils and parents

In all the visits the response was generally good from children and parents. At an earlier period when homes of problem children only were visited, the calls were not welcomed by those boys and girls. Through hearty cooperation of those same parents, however, a degree of improved behavior resulted.

Later in Boston and also in Cambridge, where the visitation was of a more friendly type, the results have been more gratifying. This outcome was especially so in Cambridge where all the pupils' homes of the teacher's three classes were visited. Pupils were given advance notice, so that they would be assured of

the friendly nature of the visit.

Always the boys and girls appeared pleased from the visit. Indeed, one boy whose home was overlooked by mistake, behaved rather poorly in class. Whether this boy was really sensitive about the apparent neglect, it is not definitely known. At any rate, his behavior returned to a more normal way after the visitation.

In every home on this special visitation in Cambridge, the parent was approached with some compliment about the child. No criticism was initiated by the visitor. Several parents were interested in knowing how their children might improve.

In only one home was there a definite reaction against weekday church school. Later it was learned that that woman came from a church where a defeatist attitude toward weekday church school existed.

Many parents may say something commendable about religious education as, "It is a good thing". The visitor must exercise discretion in interpreting such statements, for many of them are simply polite remarks. Often the attitude of these parents is that

of indifference. Further insight reveals that most of these indifferent parents are that way simply because of pressure from all sides. For example, one woman was upset and nervous about her husband who had just returned from the hospital. In that home, while some discussion of weekday religious education might have been fitting, the chief role of the visitor was that of a sympathetic listener. The result seemed to justify the sympathy. For the remaining few weeks of religious education, the eighth grade daughter of that mother manifested definite progress in class participation. clarified by noting outstanding classifications.

In nearly all of these visits, parents, whether they are passively or actively interested in religion, seemed to realize the need for religious education. Even the woman opposed to weekday church schools was more or less in favor of a limited amount of religious education. The worker in this field of religion can take courage, for the present trend seems to indicate an increasing recognition of the stabilizing influence of religious education. held the door open until all

Thus, we see that the homes are the product of

social and economic situations, influencing, in turn, the children of our classes. The visitor understands these factors as she visits and gets a more complete picture of the pupils. She also gains greater understanding of the individuals' interests and capacities. A good response means added cooperation, which is vital to productive teaching.

Classification according to pupil needs

Frustrated pupils

These general findings in home visitation may be further clarified by noting outstanding classifications. Since many of the homes visited are typical of present day urban life involving complex situations, we find a large percentage of frustrated boys and girls. Often this frustration takes on the form of showing off. P.L. was a girl who upset the class by endeavoring to call attention to herself.

Description P. L., age 13, was a sixth grade colored girl in Boston. She was tall, attractive, and polite. Often she would hold the door open until all the girls had entered the church building. With a

winning smile, she would attempt to answer questions, politely calling the teacher by name.

P. L. had been a court case. Her work was very poor, and her mind appeared to be preoccupied the major part of the time.

One day in class a white girl reported that P. L. had a good singing voice and could lead in singing. The teacher observed signs of improvement as she proceeded to make use of the ability of P. L. The teacher determined to visit P. L.'s home, with the idea of encouraging her singing ability and of learning some of her problems.

Social Situation The teacher made several calls to P. L.'s dismal home. The entrance was always dark, and the odors were sickening. The family lived in a small second floor apartment in a very poor section of Boston. The father met the teacher on several occasions, and he, too, was polite. He seemed to have plenty of leisure time, for he worked very little, according to his daughter's report. The tired looking mother was seen but once. It was learned that she worked nights

and slept days.

The family was large with about half its children married and away from this house and half (8 or 9) still there, living in a crowded and unclean condition. The girls did most of the housework, for the overburdened mother was unable and the father was shiftless.

The girl P. L. had very little social life, for she was already beginning to go out for part time work in order to help support the family. Apparently the family's interest in religious education was only passive, for no one attended church or Sunday church school.

Diagnosis Evidently P. L. is neglected by her mother, because of the latter's employment. Home life for P. L. is mostly drudgery, and she has little social outlet.

Treatment The teacher continued to make use of P. L.'s good voice and leadership ability by having her lead in the singing often. The teacher also endeavored to satisfy P. L.'s desire for attention in a legitimate way by calling on her more frequently and by occasionally assigning her activities.

Results During the time that was left P. L. cooperated much better. Through her song leading, she helped to secure the cooperation of others to follow her example of improved behavior. Also, she helped to give a cheerful and interesting emphasis to the class as a whole.

P. L.'s understanding of the material improved to a limited extent, through occasional participation, by a better grasp of lesson material, and through an apparent growth of interest in material and behavior.

B. M. is a girl whose showing off behavior is similar to that of P. L.'s. A different cause of frustration is apparent in B. M.'s home background.

Description B. M. is a colored girl, twelve years of age, in the eighth grade. Although capable, her marks were only fair. She is pleasant and likeable but enjoys performing all sorts of antics, especially laughing loud and long.

Social situation A visit to the home revealed that while B. M. and her younger brother lived with grandparents and an aunt, ample provision was made

in home, clothing and food. The family lived in a clean and fair size apartment on the second floor in a moderate neighborhood.

Both parents were living but not with B. M. and her brother. The father (son of the grandmother mentioned) had married again. His second wife had had two daughters (step sisters of B. M. and her brother). Everyone is strangely silent about B. M.'s mother. Without a doubt, she is unfit to be a parent.

Diagnosis Even if B. M. is better off without her mother, there is no doubt but that a complete upheaval has occurred in B. M.'s life, thus producing emotional instability. While much overprotection is given B. M. in her foster home, apparently she misses the security of affection from her living parents. Thus, she shows off to get attention.

Possible treatment This girl will require long and patient treatment. Many new approaches will need to be used, for she is a girl who demands variety. Occasional personal interviews help B. M.'s behavior. What is especially devastating in B. M.'s conduct is that some friends encourage her misbehavior. This

temptation is rendered less effective by separating B. M. from those girls. Since B. M. is a good reader, the teacher has had B. M. stand before the class to read. She becomes remarkably quiet, for some of this girl's need of attention is being satisfied.

Two eighth grade sisters, who are colored, manifest different forms of frustration, although their environmental factors are much alive.

Description K. C., age 14, is aggressive and self willed. Often she talks out of turn and upsets the class through her misbehavior. Unless approached in a conciliatory manner, she is inclined to talk back. She seems to be interested in most class discussions, but she will seldom recite, even if called upon.

L. C., age 13, although quiet, is in reality a disrupter of class behavior. She is negative in her attitude toward class procedure, but she responds to irrelevant aspects with that foolish grin.

Social situation These two girls live in a fair community in the right hand side of a duplex house. From all appearances, everything is neat and clean.

Three visits were made to this home. During the first call, the visitor found K. C. busily engaged preparing supper. L. C. was meekly standing by, ready to help K. C. K. C. had also been retained home from school to help her married sister who had just given birth to a child. During the second visit, the married sister sat downstairs with the tiny baby. K. C. was out shopping, but L. C. came in and out of the house with a small child. Although she grinned a great deal, she said nothing. The third visit was made for the purpose of procuring a book which K. C. had borrowed for class use.

The father died one year ago after a prolonged illness. The mother's death occurred five years ago.

The married sister, in early 20's, is guardian to the two girls and a 17 year old brother. Her attitude toward home management was definitely passive. She voiced no word of comment to L. C. who needed at least some correction.

Diagnosis Both these adolescent girls are growing toward adulthood having many friends but lacking in the security of parental affection. Also, the pattern of behavior toward authority has never been established in

either one. The sister, married five years ago, was much too young to assume the disciplinary responsibility. The lack of parental supervision has placed the girls upbringing on themselves, with a different effect on each.

K. C. is given so many responsibilities at home that she is the natural one to lead, not only L. C. but many friends, as well. L. C. depends on K. C.'s leadership.

K. C. misses parental attention and affection. In the classroom K. C. will often talk out of turn, will be defiant, and will perform little misdemeanors to call attention to herself. For instance, on several occasions, she broke a class rule by chewing gum as noticeably as possible. Evidently her lack of parental love makes her hostile toward anyone in authority. Her main purpose seems to be that of daring the teacher to oppose her.

L. C. chews gum when K. C. does. The fact of L. C.'s dependence on K. C. is evident in everything. L. C., too, misses the security of parental affection. It is apparent that L. C. has transferred most of this affection

to K. C. Certainly, L. C. is developing feelings of inadequacy apart from K. C. The indications are that L. C. is more easily influenced and far less courageous by herself. The outcome may be that L. C. will be a bigger problem than K. C., for L. C. is not learning to think for herself.

Prayer seems to have a subduing effect on K. C. Once when K. C., L. C., and others seated near them had been misbehaving, the teacher sought to have a quiet time with a brief closing prayer. It is admitted that the atmosphere was not conducive to worship. The hope was, however, that all fooling would cease. The attitude of irreverance was enough to cause the teacher to stop in the middle of the prayer. Then K. C. at least settled down until the end of the prayer. She was the only one of those misbehaving who, as she was leaving, said to the teacher, "I'm sorry."

Possible treatment K. C. undoubtedly is capable of leading. The teacher has endeavored to make use of this ability and to satisfy part of K. C.'s craving for attention and leadership by having her take the attendance and help in other ways. Sometimes this self willed girl

can be appealed to by the teacher talking gently with her after class.

At one time it was found very helpful to have a colored teacher call at K. C.'s and L. C.'s home. This teacher knew the family, for she was from the same church. Her appeal to those girls had its effect. The outcome of that visit was that for five or six weeks K. C. behaved admirably, and, of course, L. C. followed K. C.'s example.

Thwarted, inhibited girls like these will always be class problems, more or less. There is small wonder at this fact when one considers the environmental handicaps. An understanding of the home life helps the teacher to know how to approach correction of these situations.

Pupils poorly adjusted socially

Some pupils, who behave well in class and receive excellent marks, do not adjust well socially. It is apparent that their peers do not like them. G. X. is an example of poor social adjustment.

Description G. X., a white eighth grade boy, nearly

fourteen years old, reveals good background in many respects. He is exceptionally thoughtful in his efficient help after class. He looks sickly, although he is never absent. He is carelessly dressed, although he is always clean. This boy is an ideal pupil, for his work and class behavior are excellent.

The teacher depended on the reliable help from this boy, but she discovered that when nearly everyone else was occupied with school hobby clubs and activities after religious education class, G. X. preferred to help her. His constant desire to assist indicated to the teacher, therefore, that G. X.'s social adjustment was not good, for he did not have good rapport with the other boys and desired to be "teacher's pet".

Social situation In a visit it was learned that G. X.'s family was crowded into five rooms of the first floor in a poor community. G. X. had been given a room by himself recently.

G. X.'s father had died many years ago. The mother had remarried about eight years ago. She is young and pleasant, but too busy to be particular about her appearance or of that of her children. Her interest in

religious education seemed more genuine than that of the average person visited.

At the time of the visit, G. X.'s stepfather was asleep. His particular job for the railroad keeps him on call any time. The stepfather seems to be fond of G. X., for he buys him many gifts, including a stamp book, which G. X. delighted in showing the visitor.

Besides G. X.'s interest in collecting stamps and coins, he also likes music. He is not the least bit inclined toward mechanics, nor does he care for boys' games.

There are three younger sisters and one younger brother. All, with the exception of G. X., are by the second husband. The younger brother, by the way, displayed much mechanical aptitude before the visitor.

G. X.'s mother appears to be very proud of G. X. for the ideal teacher-pupil relationship that exists wherever he is a class member. She says that G. X. is of great assistance to her in helping with the younger children, the oldest of whom is in kindergarten. The only criticism the mother made of G. X. was that he was too indolent lately to get up and

attend Sunday church school. She was endeavoring to correct this carelessness in her son.

Diagnosis G. X. reveals his home training by being thoughtful and knowing how to help. The reason for his poor attire is apparent, for no one in that family dresses well. No doubt the mother is too busy to do more than simply keep house and children clean. G. X. seems to be greatly influenced by his religiously inclined mother, and this factor would be a reason for G. X.'s appreciation of religious education.

It is apparent that much authority in the home is delegated to G. X. This power, together with his mother's reliance on him, makes G. X. inclined to give orders and assume responsibility beyond his share.

When G. X. and other boys helped the teacher, it was often observed that he immediately used the techniques either of giving orders or of trying to make all decisions. For example, once when the teacher had requested the assistance of two certain boys, G. X., who already had something to do, came and listened to the discussion. G. X. had to give advice. The other two boys were decent, but it was apparent that they re-

sented G. X.'s intrusion. Naturally all his peers resent this attitude, as well as his lack of interest in adolescent activities.

Possible treatment While G. X. was ideal in most respects, he became more of a problem than many others of his class. The situation was a sensitive one that required a sympathetic understanding of G. X., as well as impartial treatment of his peers.

What was needed was a correct start at the beginning of the year. Every effort should have been made to have someone else in charge of after-school clean-up with G. X. as assistant. By this method, G. X. would have learned cooperation with his peers and would not have been so much inclined to give orders. If it is at all possible, G. X. should be encouraged to develop his musical ability and be given opportunities to play with and for his peers. Time did not permit the experiment of this treatment however.

Another example of poor social adjustment is Q. Z.

Description Q. Z., an eleven year old white boy in grade six, wears rather strong glasses. This boy

is exceptionally intelligent and well behaved but evidently a poor mixer. When the majority of the boys preferred waiting outdoors until class time, he would come in and remain with the girls (who usually came early). He would enter with a smile as though he really enjoyed religious education class. Immediately he would sit down with a book and would not move from his seat to help give out materials, unless definitely asked. He never made any disturbance nor talked at all until called on in class. His class recitations were excellent.

At one time when the other class members were contributing their efforts to help get ready for another class, which was joining us, Q. Z. sat still in his own seat the entire time.

Social situation In calling, the visitor found that the family's rear dwelling had been turned into a rooming house. The family occupied the basement and a few rooms on the first floor.

The father was an electrician. Evidently he had great difficulty in providing his family with the needed economic security, according to the mother's ability and interests.

story. The pleasant mother was young and seemed to keep busy most of the time. There was no doubt of her interest in religious education.

Q. Z. is the oldest of four brothers and one sister. The brothers enjoy sports, but Q. Z. does not. He admires flowers and has a great passion for music. Every afternoon after school Q. Z. goes to the home of the piano teacher to practice. Since Q. Z. has no instrument at home but has such exceptional ability in music, his piano teacher grants him the privilege of using his piano. Recently the music teacher gave Q. Z. a phonograph. Q. Z. seems to be especially attached to this teacher and enjoys conversation with him which is natural since they have music in common. All these activities, of course, help to keep Q. Z. from association with his peers.

Diagnosis There is no doubt that Q. Z. is extraordinarily bright, although temperamentally inclined. His danger lies in his almost constant association with older people. Somewhat of a dreamer, Q. Z. seems to be thoroughly satisfied and happy in an isolation from his peers caused by his musical ability and interests.

Possible treatment Q. Z. needs to mix more with boys of his own age while at the same time continuing his development in music. If Q. Z. could learn to mix by way of his music, then there are possibilities of his becoming better adjusted socially, as well as being exceptionally bright.

Pupils interested and pupils not interested in religion

Since the subject taught is religion, then a classification of pupils according to their interest in religion would be of pertinent value. The interest is determined primarily on teacher's evaluation based on observation and pupil participation in religious education class.

G. X. and Q. Z. (under poorly adjusted socially) would be excellent examples of those who are interested in religion. With these two, as well as with others, intelligent participation in religion can usually be traced to the home's evaluation of religion.

Some of these children, interested in religion, have disturbing situations of one sort or another. Two of these boys revealed definite signs of worry.

D. J., a sixth grader, who appeared anxious, was in every respect a real boy. He was sensitive about the whereabouts of his father. "I don't know where he is", he said tearfully when questioned about his father's occupation (a perfectly natural question to ask because of a place for that information on enrollment cards). It was learned that D. J.'s father was not living with his mother.

The other worried boy, B. T., interested in religion, is an eighth grade boy who comes from a home where the parents are active in church work. This boy seemed to be under a severe strain which was indicated by his not sitting up but slouching in his seat.

A visit to the home revealed that B. T. often stayed out of school because of asthma. With persistence on his parent's part, however, his handicaps were being overcome. The boy's health is being built up and he is getting used to wholesome camp life with other boys.

Some pupils, interested in religion, are outstanding in good behavior. One of these H. O., illustrates well the practical side of religious education. His minister must have had confidence in H. O., too, for the minister chose H. O. to be chaplain of the junior church.

Description H. O. is a tall fourteen year old boy in grade eight. He is inclined to fool occasionally. H. O. always appears happy. He enters and leaves class with a smiling nod to the teacher, and he always answers the teacher courteously.

Social Situation H. O.'s residence is the left hand side of a duplex house in a fair location. The father works as a shipper in a factory. The mother is also a happy person. For two years she has been sick in bed with a heart ailment and a serious tumor. An operation was being discussed at the time of the visit. Since then the operation has been performed successfully.

H. O. has two brothers, one younger and one older. During the visit, the mother informed the visitor that H. O. did much of the cooking and housework. The statement embarrassed the boy, but the visitor quickly informed H. O. of other boys who performed such boy scout deeds. H. O. showed some of his drawings to the visitor. He also entertained the visitor by playing a few piano selections. His mother claims that H. O. is artistically inclined and often plays classical music.

Diagnosis Evidently the home is in all respects ideal. The father is very attentive to wife and family. The mother, although frail in body, seems to exert much influence on the entire family. Each member performs some share in alleviating the domestic burden. With H. O. the outcome seems to be greater response to practical avenues of service in religion, as well as the religious instruction itself.

Naturally there are degrees of pupils interested in or pupils not interested in religion. Only a few could be classed as definitely not interested in religion. P. O. is one of these.

Description P. O., almost sixteen, of the eighth grade, is tall, slender, and fair. He appears to have an indifferent attitude. His conduct is good, but his work is poor. He seems to listen well, but evidently he acquires little.

Social situation P. O. lives in a fair community, the right hand side of a duplex house. There he and his mother occupy eight good size rooms.

The father died when P. O. was eleven, and the

mother works in a factory. Her father, seventy-nine, is living with P. O. and his mother. The mother seemed just a little interested in religious education.

Although P. O. was one of four children, he had lost a brother several years ago. His two sisters were married. One of these sisters and her husband were temporarily living with P. O. and his mother. Unlike his sisters, P. O. was not interested in church or Sunday church school. He had expressed more interest in week-day church school, according to a statement from his mother. The mother revealed concern for P. O. whose marks in school are low and who enjoys reading nothing but comic strips. Until recently the mother had done most of the reading to P. O., and he has delighted in this form of entertainment.

From all indications, P. O. makes no trouble for the mother. He is not interested in scouts or many wholesome activities. His only real interest seems to be in mechanics.

Diagnosis There is no doubt but that P. O. is a bigger problem than he appears on the surface. On the one hand, his mother, because of her employment, has had to neglect him. On the other hand, the mother has

done too much for him; for example, she reads to him. Apparently he has had his mother in peculiar and unstable ways. Small wonder that the boy seems to be bewildered! During this period he must miss much security of parental attention and affection, while at the same time he has depended on his mother to read to him. No doubt, the loss of his father only adds to his feelings of insecurity.

P. O. is inadequate to the task of growing up normally. Even adolescents, who are expected to develop in independence, need to have the security of home as a source of reliance. Without these two combined factors, - security when needed and a growing independence, the adolescent is confused and emotionally unstable. With these factors in mind, it is not hard to understand P. O.'s not being interested in religion. Although the mother has only a small interest in religion, apparently religion is respected in the home. At any rate, P. O. gets little of his mother's time and influence. His present confused state must render P. O. incapable of any religious appreciation.

Possible treatment The mother is showing good

judgment, in a way, for she wants P. O. to learn greater responsibility in a healthy occupation by becoming a caddy boy this summer. Because of P. O.'s apparent indolence in class, the teacher placed him in the front seat. There at least she could notice quickly when P. O. did not open his book at the time designated. P. O. still wants someone else to do everything for him. He is indeed a problem and will need much attention.

Well rounded normally adjusted pupils

Already several cases have been cited where the individual was a good all round normally adjusted pupil. Many of our boys and girls can be classed as normally well adjusted pupils, some more and some less.

The term normally well adjusted pupil here indicates one not especially frustrated, who gets along with others, and who manifests a normal interest in religion. R. W. is an example of a well rounded normally adjusted boy.

Description R. W., age ten, is a boy in the sixth grade. He is short and stocky, with large blue eyes. R. W. appears perfectly happy and is full of fun. Oc-

casionally he talks too much during class period, but he will always cease when spoken to by the teacher.

R. W. has manifested an intelligent interest in religion; his marks have been acceptable.

Whenever there is a job to be done requiring volunteer assistance, R. W. is one of the first to help and one of the last to stay with the work. If he is helping to adjust seats, he will continue working until the job is finished even though other class members may have become weary already and are seated.

Social situation The one family house where R. W. lives is in a good location. The father is a minister who has done much to foster weekday church school work. The mother teaches some in religious education, which task gives her added outside interest, without neglecting her family. This happily married couple is socially inclined. In the family there are two older brothers, one in preparatory school, and the other, just finishing the eighth grade. The parents extend their enjoyment to these three lively boys. Not one is ever pampered, however. Each boy is given the opportunity for normal growth under the security of parental protection and love.

Diagnosis In R. W.'s case, there is no cause for

frustration. The home is normal, and the happy parents enjoy the boys. Adequate provision is given in home, food, and clothing. R. W. is well liked because he is always thinking of others and seems to enjoy his peers. His home and church also offer him opportunities for wholesome social outlets. The evident emphasis on religion in the home helps R. W. to comprehend more easily than some of his classmates the value of religion.

N. K. is another well rounded normally adjusted girl.

Description N. K., age 13, in grade eight, appears very happy. She is always accommodating and polite. The teacher can always depend on N. K. to do an assignment. Practically every time when she is leaving the classroom, she will pleasantly say, "goodbye", calling the teacher by name.

Social situation A visit to N. K.'s home revealed that the well located home had been turned into rooming house apartments. The section occupied by N. K.'s family on the first floor was neat and had a refined atmosphere.

The father, a steel operator, had all the appearance of a wholesome, polite, and genteel man. The mother, in the rooming house work, was naturally very business like.

In fact, she gave the impression that she was very strict, although she may not have been so. Certainly she was exacting with regard to conduct; openly she expressed disfavor of rooming anyone who drank intoxicating beverages. Her stern exterior almost gave way, however, as she conversed about her daughter's successful accomplishments in public school and in weekday church school.

N. K. had one sister, thirty years old, who was married.

N. K. seemed to be especially attached to her father. She was worried because he was late in arriving home that afternoon. "Do you want to sit here, Daddy", she asked when her father entered the room where we were sitting.

Diagnosis N. K. is sweet and obedient in the home. Her mother is particular about her behavior and genteel manner. The parents in their love give her all she needs. She is, therefore, a wanted girl, having the security of home and affection. Both parents seem to be interested in religious education, and they want N. K. to attend her own church. N. K. seems to have many friends. At her church and at school are social activities, thus contributing to the social development of N. K.

R. W. and N. K. are two of many other boys and girls typical of the well adjusted, happy American home life. We believe that such well oriented boys and girls become our most useful citizens.

Summary

As we view typical pupil needs, we observe that each case reflects environmental factors. From many of the homes come the country's blessings and curses. The frustrated boys and girls are nearly always the products of maladjusted family life. The poorly adjusted socially may not be frustrated, but they have not yet learned the art of getting along with others. Usually something in the home has been the cause of this oversight. Pupils interested or not interested in religion are, as a rule, the direct outgrowth of religious attitudes already existing in the home. Well rounded normally adjusted pupils almost never exist apart from a home reasonably free from tension and a home that gives its members security, attention, and guidance in religion.

With an impartial evaluation of the actual findings of home visitations and the grouping of typical

Chapter V

CONCLUDING CHAPTER

Summary

As we view typical pupil needs, we observe that each case reflects environmental factors. From many of the homes come the country's blessings and curses. The frustrated boys and girls are nearly always the products of maladjusted family life. The poorly adjusted socially may not be frustrated, but they have not yet learned the art of getting along with others. Usually something in the home has been the cause of this oversight. Pupils interested or not interested in religion are, as a rule, the direct outgrowth of religious attitudes already existing in the home. Well rounded normally adjusted pupils almost never exist apart from a home reasonably free from tension and a home that gives its members security, attention, and guidance in religion.

With an impartial evaluation of the actual findings of home visitations and the grouping of typical

pupil needs, illustrated by several concrete case studies from the visitation, we are forced to admit that the pupil's behavior is almost invariably a direct reflection of home life. While an intelligent teacher knows this fact well without visitation, pupil's behavior can be understood much more clearly through actual visitation.

Religious education, as well as secular, will succeed if we link home and weekday church school in this cooperative endeavor, for the sake of individual boys and girls. Even though weekday church school has progressed to a remarkable degree, probably its weakest point is the lack of a complete knowledge of individual boys and girls. Religious educators cannot escape responsibility by ignoring that limitation. Lack of knowledge of the pupil will possibly make their service ineffective or even inadequate. If we intend to continue our progress with thorough success in weekday religious education, we are obliged to take cognizance of our limitations.

Since weekday church school contacts with our boys and girls are necessarily limited, because of the time

element, it is incumbent on us to obtain background data in other ways. This study of the background of these boys and girls will suggest more adaptable methods in teaching procedure than those used at present. We, therefore, see the educational value of uniting home and weekday church school through some form of home visitation.

Suggested techniques for home visitation

Indirect contacts

Often weekday church school teachers can gather necessary information about a boy or girl through indirect means. For instance, a local social worker, who has a clientele similar to the teacher's, and is skilled in visitation techniques, frequently has information useful to the teacher. If the social worker is cooperative and willing to impart his knowledge of the condition to the teacher, this method of learning the individual's home background is a good one. The possibility is, however, that only problem pupils will be discussed. It is probably true, too, that the social worker can give only certain information, both because of his techniques and of his code.

The pupil's own minister is another excellent contact. An ideal minister is likely to know his boys and girls. Since he probably carries a full program, most weekday church school teachers would not want to trouble the minister, except in problem cases. Since most of the information gained by a pastor from his parishioners is confidential and since he is usually neither an educator nor a social worker, he is able to impart only certain data.

Any community worker or club leader is likewise valuable, within the same limits as other indirect contacts. These second hand contacts will nearly always be with problem pupils.

Usually it is advisable, under the present set-up, for the weekday church school supervisor to make all outside contacts, whether with community workers, schools, or homes. Her experience with various classes of people qualifies her as a person who can help to remedy a situation, or, if necessary, obtain pertinent material with regard to any individual. Good as this method may be, the fact remains that any weekday church school teacher will not be satisfied with mere

second hand information, even though she recognizes that a large part of the supervisor's work should consist of such contacts. The supervisor cannot be expected to visit every home in a system which is made up of over fifty teachers and over seven hundred pupils.

Teachers' Calls

Nothing can adequately take the place of direct home visitation. Some weekday church school teachers have realized the educational value of this fact to the extent that they themselves have attempted to make home calls, even though their time schedule is extremely limited. Most full time weekday church school teachers are already carrying heavy teaching loads; the more scattered the places are, the more time-consuming the work is. On a part time schedule, teachers cannot afford to donate time in an experiment for which they are not paid. If weekday church school teachers are to call on pupils' homes, then they should be allowed time at the Weekday Church School Council's expense. The investment would have worth while returns, in better understanding of individuals and in improved techniques of teaching. The fact of the matter is,

regard to the activities of weekday church school but

however, that few councils feel that they have money to spend on such visitation. It is also true that while most weekday church school teachers make satisfactory visitors, others frankly admit that they are not well suited to home visitation.

Visiting teacher

In both public and weekday church schools, the visiting teacher is the best communication or means of approach for home contacts. In order for her to be effective in the weekday church school home visitation, the visiting teacher should be adequately trained as a teacher and sufficiently experienced in the technique of visitation.

This visitor should be free to call on all, although there is no doubt but that certain pupils will demand special study. It is advisable that the visitor aim to make at least one call, and, if possible, two calls a year on each home represented, unless, of course, the community is too large, in which case there should be more than one visitor.

In her calls the visiting teacher of weekday church schools will not only educate the parents with regard to the activities of weekday church school but

she will gather information pertinent to the pupil's case. These facts she will endeavor to interpret in the light of the more complete picture of the child. After the visitor makes a tentative diagnosis, she will share her investigations and observations with the supervisor, who, in turn, will let them be available to the weekday church school teacher.

In order for the visiting teacher to render effective the preventive aspect of home visitation, she should be free to integrate investigations from year to year. As she shares this information with the supervisor, she is even more certain of better coordination.

This visiting teacher should officially represent the Weekday Church Schools in the home, and, under the direction of the supervisor, in community contacts. Thereby she works in cooperation, not only with the weekday church teachers and homes but with the supervisor and community as well.

The visiting teacher of weekday church school, then, is the main connecting link between home and weekday church school. She, by her apt handling of cases, can enlighten the supervisor and each weekday

church school teacher of pupil needs.

In this connection, it may be noted that weekday church school home visitation has the following educational values:

It helps weekday church school teacher to understand the individual pupil against home background.

It helps weekday church school teacher to use more suitable teaching methods, adaptable to her particular pupils.

It helps to foster and build up friendly understanding with regard to practices and purposes of weekday church school.

It helps to maintain a united community front so necessary to the success of a religious educational advance.

Weekday church school home visitation, therefore, has educational value, and this visitation has more practical outcomes for religious education, if the visitation is done by the officially accredited visitor.

Chapter VI

LIMITATIONS AND NEED FOR FURTHER RESEARCH

Limitations

Not all that had been expected was learned in this visitation. The visitor was aware of the need for more calls to be made on those homes visited, in order to get a more complete picture of individuals. Ideally more than one visit would be made. Since time is a necessary consideration, the visitor could do no more for the present study.

Educational factors would probably be evaluated more accurately, too, if a study similar to this one could be extended for the entire weekday church school year instead of only a few months(March, April, May) as this study was.

A more detailed and thorough study could also be made if many more homes(for example 200 or 300) were visited. Again the allotted time will not permit so thorough a study by the visitor. With a wider sampling, too, the tables would tend to prove more. As

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it is, they do reveal certain conditions which the visitor discovered. These findings do seem to point out trends that exist in most urban groups.

Need for further research

If there were time and plenty of money, a very satisfactory undertaking would be an experimental type of research. In this research, more definite educational factors could be evaluated by testing class procedures and learning outcomes for comparisons. The classes would, of course, need to be as equal as possible, some with and some without visitation. The difficulty of such testing is that these values are often difficult to measure, especially in view of the fact that the weekday church school teacher sees the pupils but once a week for only an hour.

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Form for recording
results of
interview

Name

Address

Age

Grade

Description

Attitude

Conduct

Work

Visit

Neighborhood

House

Father

Mother

Siblings

Adjustment

Family

community

religious education

Immediate Diagnosis

General Outline of Case Studies

Description

Social setting

Diagnosis

Treatment

Results

<u>Social setting</u>		2		6		Total	
<u>Diagnosis</u>							
<u>Treatment</u>		17		3		20	
<u>Results</u>		Colored		White		Colored	
Color		Boys	Girls	Boys	Girls	Boys	Girls
		10	9	15	2	5	11
Sex		18	10	7	10	3	22

Three Typical Urban Schools

of 3 schools

Name of School	A		B		C		Total	
Number in each	28		17		5		50	
Color	White	Colored	White	Colored	White	White	Colored	
	19	9	15	2	5	39	11	
Sex	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	18	10	7	10	3	2	28	22

Congregationalists

1

5

6

Pentecostal

3

3

None

2

2

28

17

5

50

Denominations
of 3 Schools

Name of School	A	B	C	Total
Baptists	9	4		13
Episcopalians	9	7		16
Methodists	5	1	5	11
Congregationalists	1	5		6
Pentecostal	2			2
None	2			2
	28	17	5	50

Homes reorganized

through Broken Homes

Name of School	A				B				C	Total			
Number broken	8				4				1	13			
Causes	Divorce		Death		Divorce		Death		Div.	Div.		Dth.	
	5		3		5		1			9		4	
Color	White		Colored		White		Colored		White	White		Col.	
	3		5		2		2			6		7	
Causes	Div.	Dth.	Div.	Dth.	Div.	Dth.	Div.	Dth.		Div	Dth	Div	Dth.
	2	1	3	2	1	1	2	0		4	2	5	2

Homes reorganized
through remarriage

Name of school	A		B		C
Number	4		1		None
Color	White	Colored	White	Colored	Total
	1		3	1	

Working mothers

Name of School	A	B	C
Number	6	8	None

Classification according to pupil needs

from the three schools

Parent's Interest in
Religious Education

Name of School	A	B	C	Total
Not interested	8	4	2	14
Interested	20	13	3	36

Well rounded normally
adjusted pupils

All pupils are in more than one classification

Classification according to pupil needs
from the three schools
(see Chapter IV)

Frustrated ones	6
Pupils poorly adjusted socially	6
Pupils interested in religion	40
Pupils not interested in religion	10
Well rounded normally adjusted pupils	36

All pupils are in more than one classification

Economic Classifications
of Homes

Good	17
Fair	18
Poor	15

good - homes in rather good location

fair - homes in fair location

poor - homes in poor location

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